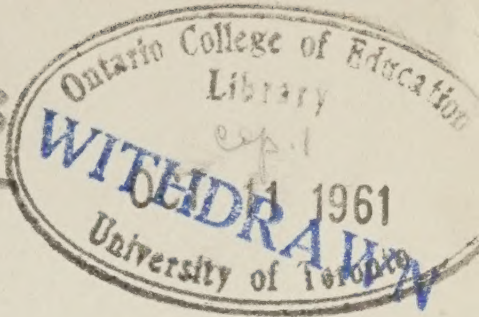




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INTERMEDIATE AND SENIOR DIVISIONS MODERN LANGUAGES


COURSES OF STUDY
AND

BOOK LISTS

GRADES 9, 10, 11, 12, and 13

CURRICULUM I. and S. 15

1961



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ONTARIO
DEPARTMENT OF EDUCATION

MODERN LANGUAGES

COURSES OF STUDY AND BOOK LISTS

GRADES 9, 10, 11, 12, and 13

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FRENCH

The study of French in Ontario schools has both cultural and practical values. A study of the language and literature of other peoples and a knowledge of their social customs and history will broaden the pupil's outlook and create a sense of tolerance and goodwill. In Canada, where a large proportion of the population is French-speaking, and where the intermingling of the French and English-speaking peoples will increase with time, it is important that each should have a knowledge of the other's language for the purpose of communication and better understanding.

The aim of the secondary school course in French is to teach the pupil to understand and speak, to read and to write the French language. To achieve this aim, the course should include regular practice in conversation, a considerable amount of reading, and a study of fundamental grammatical constructions.

The first approach to the study of French in Grade 9 should be aural and conversational. Practice in hearing and speaking should, of course, be continued throughout the course, especially in intensive reading classes.

Correct pronunciation should be a constant aim. The use of phonetic symbols is recommended as an aid in learning the pronunciation of unfamiliar words, but these symbols should not become a subject for over-formalized study. Phonetic transcription by the pupil is not required.

Dictation should constitute an important part of the regular classwork and of term examinations. It should be begun early in Grade 9 and continued through all grades. The French names of punctuation marks should be taught. As a further aid to understanding spoken French, occasional use may be made of moving pictures, radio programmes and phonograph recordings.

The primary aim of the reading course is to develop the pupil's ability to read for understanding and enjoyment. There should be both intensive and extensive reading, the former in class under the teacher's supervision, the latter mainly out of class. Suggestions for intensive reading appear in the programmes outlined for Grades 11 and 12. In Grades 9 and 10, the reading selections in the approved text-books may be sufficient. The intensive study of the book selected for reading in class should aim to give the pupil an understanding and appreciation of the subject matter.

At the same time, such study will enlarge his vocabulary and provide an opportunity for practice in speaking French. In order to maintain interest, teachers may from time to time find it valuable to introduce discussion of the story in English. Supplementary reading should not be assigned until the pupil has had considerable training in reading through the intensive study of texts. The books for supplementary reading should be much simpler than those studied in class.

The writing objective will not be achieved without a careful study of grammatical constructions. In the grammar lesson the teacher should, by using the inductive method whenever possible, try to develop the pupil's power to think. Simple grammatical explanations may often be made in French. When this is feasible, the use of English should be avoided. If, however, the study of grammar is hampered by the attempt to use French exclusively, then English should be the medium of instruction. The amount of French spoken in these lessons will be influenced also by the ability and size of the class. The writing of free compositions is recommended and should progress from the constructing of simple sentences in Grade 9 to the writing of planned compositions on assigned topics in the senior grades.

In every year, then, part of the time should be devoted to each of the three objectives — speaking, reading, and writing. At the end of the five-year course the pupil should be able to read with reasonable ease texts of moderate difficulty and express himself in simple spoken and written French.

An important part of the study of French is the study of the geography, history and social customs and of the lives of the great men and women of France and of French Canada. A list of reference books on these subjects is appended to the reading lists. It is recommended that some of these books be bought for the school library and that regular assignments on the topics mentioned be given to individual pupils. The assignments may provide the material for oral work and general discussion in class.

Vocational Schools and High Schools of Commerce

Vocational Schools will follow the regular outline for classes enrolled in the General Course. In High Schools of Commerce and in the Commercial Course of other Vocational Schools, a course in French adapted to the special needs of secretarial pupils should be provided in Grades 11 and 12.

COURSES OF STUDY

FRENCH

LIST OF GRAMMATICAL TOPICS AND IDIOMS

THE NOUN

1. Gender: nouns to be learned with the article
2. Number: regular formation of the plural; common irregular plurals; plural of the commoner types of compound nouns; plural of proper nouns
3. Use of *de* with a noun to express possession, also in expressions like *mon livre d'histoire* where in English the noun is used as an adjective.

THE ARTICLE

A. The Definite Article

1. Repetition before each noun; elision; contraction with *à* and *de*
2. Special uses:
 - (a) with nouns used in a general sense
 - (b) with geographical names, noting omissions after *de* and *en*
 - (c) with days of the week to indicate regular occurrence
 - (d) frequently replacing the possessive adjective before parts of the body and clothing, especially when the possessor is clearly indicated
 - (e) with a proper noun preceded by a title or an adjective
 - (f) distributively to express price.

B. The Indefinite Article

1. Repetition before each noun
2. Use of the indefinite article, contrary to the English usage, before an abstract noun which has a modifier (*un courage extraordinaire*).

C. Omission of the Article

1. frequently before a noun in apposition (*Ottawa, capitale du Canada*)
2. before a predicate noun denoting nationality, profession, religion, etc., but not when the noun is modified or when it follows *c'est* or *ce sont*
3. usually after *en*
4. in many adjectival and adverbial phrases (*à genoux, par semaine*)
5. frequently in condensed phrases or sentences such as enumerations, titles, advertisements (*Emportez tout: livres, encre, papier*).

D. The Partitive Article

1. Regular forms and use; repetition before each noun in a series
2. Use of *de* without the definite article before a noun used in the partitive sense
 - (a) when the noun is object of a negative verb, expressed or understood (*Il n'a pas de fautes. Plus de café?*)
However, after *ne . . . que* which is merely restrictive *de* is used with the definite article (*Je ne bois que du lait.*)
 - (b) often when the noun is preceded by an adjective, especially in the plural (*de belles fleurs*) but *de* is used with the definite article before virtual compounds (*des jeunes filles*)

NOTE — The use of the full partitive *du, de la, des*, before a partitive noun preceded by an adjective is one of the "tolérances" included in the *Arrêté du Ministre de l'Instruction Publique, 1901*.

3. Complete omission of the partitive article
 - (a) after expressions of quantity followed by *de* (*peu de temps*)
 - (b) after verbs and adjectives requiring *de* before their complement (*remplir de vin, plein de cerises*)
 - (c) in locutions like *un chapeau de paille*.

THE ADJECTIVE

A. The Qualifying Adjective

1. agreement; the special masculine forms *bel*, *vieil*, *nouvel*; irregular feminines; irregular plurals
2. position; some of the commoner adjectives whose meaning varies according to their position before or after the noun
3. common adjectives of nationality
4. adjectives used as nouns (*le petit*, *les vieux*, *un Canadien*).

B. The Possessive Adjective

1. agreement; use of *mon*, *ton*, *son* before a feminine noun beginning with a vowel or mute "h"
2. repetition before each noun in a series.

C. The Demonstrative Adjective

1. forms and use
2. use of the particles *-ci* and *-là*
3. repetition before each noun in a series.

D. The Interrogative Adjective

1. forms and regular use
2. use with the verb *être* and a complement (*Quel est cet homme?*)
3. exclamatory use of *quel* (*Quelle catastrophe!*).

E. The Indefinite Adjective

autre, *tout*, *même*, *certain*, *chaque*, *quelque*, *plusieurs*, *tel*, *aucun*, *nul*.

F. Comparison of Adjectives

1. statements of comparison with *plus*, *moins*, *aussi* (*Cette lettre est plus intéressante que la dernière.*)
2. use of the comparative and superlative form with the noun (*la plus grosse pomme*; *des robes moins chères*)
3. special idiomatic forms of comparison like *de plus en plus grand*; *plus cet homme devient riche moins il est généreux*; *le plus petit de la famille*; *un garçon des plus courageux*.

THE PRONOUN

A. The Personal Pronoun (Conjunctive)

1. subjects; direct and indirect objects; the pronominal adverbs *y* and *en*
2. position of the object pronouns in relation to the governing verb, including the imperative affirmative and the infinitive
3. position of the object pronouns in relation to one another
4. use of *à* with a disjunctive pronoun to replace the indirect object when the direct object is *me*, *te*, *se*, *nous* or *vous* (*Elle s'est adressée à moi.*)
5. use of a conjunctive pronoun to sum up a composite subject or object (*Toi et ton frère vous êtes très gentils.*); (*Je les vois souvent elle et sa soeur.*)
6. the invariable *le* referring to a whole sentence, a clause or an adjective (*Êtes-vous heureuse, Madame? Je le suis.*).

B. The Personal Pronoun (Disjunctive)

Uses

1. after prepositions
2. alone, standing for a complete sentence
3. after *c'est* and *ce sont*
4. in a composite subject or object
5. in apposition to the subject or object for emphasis
6. after *que* in a comparison
7. in compounds with *même*.

C. The Relative Pronoun

Forms and uses:

1. *qui* and *que*, noting the agreement of the verb with *qui* when the antecedent is a pronoun of the first or second person (*C'est moi qui l'ai trouvé.*)
2. *lequel* and its contractions with *à* and *de*; the use of *lequel* instead of *qui* referring to persons after *parmi* and *entre*

3. *où, d'où* and *dont*; noting that *dont* may not be used when the relative depends upon a noun governed by a preposition
4. the compound forms *ce qui, ce que, ce dont*, also *tout ce qui*, etc.
5. the word order in clauses introduced by the possessive forms of the relative pronoun (*la dame de qui la fille chante si bien; la dame de qui vous connaissez la fille; la dame avec la fille de qui j'étais au collègue*).

D. The Interrogative Pronoun

1. the invariable forms *qui, que, quoi*
2. the variable *lequel* and its contractions with *à* and *de*
3. the locutions *qui est-ce qui, qui est-ce que, qu'est-ce qui, qu'est-ce que*, noting that all but *qu'est-ce qui* may be replaced by a shorter form
4. *qu'est-ce que* and *qu'est-ce que c'est que* asking for an explanation or definition.

E. The Demonstrative Pronoun

1. uses of *celui, celle*, etc. followed by a relative pronoun, a preposition or *-ci* or *-là*
2. *ceci, cela* and *ça*
3. *ce*
 - (a) as the representative subject of *être* when the real subject follows (*C'est un bon avocat.*)
 - (b) as the real subject of *être* to refer to an idea already expressed when the complement is an adjective (*C'est facile*) or an adjective followed by *à* and an infinitive (*C'est difficile à comprendre.*)
4. *C'est* replaced by *il est*
 - (a) when the complement is a noun without an article or modifier (*Il est avocat.*)

- (b) when *il* refers to an idea about to be expressed by means of an adjective followed by *de* and an infinitive (*Il est impossible d'expliquer cela.*) or by a clause introduced by *que* (*Il est probable que nous le verrons.*) In this construction *ce* frequently replaces *il* in colloquial speech, and always in the locution *c'est dommage*.

F. The Possessive Pronoun

1. forms and uses; agreement and contractions with *à* and *de*
2. replacement by *à* and a disjunctive pronoun after *être*; also *à qui* and *de qui* to translate "whose"
3. idiomatic locutions like *un de mes amis* and *un ami à moi* — a friend of mine.

G. The Indefinite Pronoun

1. the negatives *personne, rien, aucun, nul*
2. *on*, its object pronouns and adjectives, observing that *on* cannot be replaced by a personal pronoun subject but must be repeated (*Quand on est fatigué on se couche.*)
3. *chacun, quelqu'un, quelques-uns (-unes), quelque chose, autre chose, plusieurs*
4. *quelqu'un, quelque chose, personne, rien* followed by *de* before an adjective (*rien de nouveau*)
5. *tout, toute, tous, toutes*, (*tout* = everything, *tous* = everybody), *tout le monde*.

THE VERB

A. Forms

1. All tenses, simple and compound, active and passive voice, in the indicative mood of
 - (a) the three regular conjugations including verbs with irregularities in spelling like *mener, appeler, jeter, manger, commencer, espérer, employer, ennuyer, payer*

(b) the following irregular verbs: *acquérir, aller (s'en aller), s'asseoir, avoir, battre, boire, conduire (introduire, produire, réduire, traduire), connaître (and compounds), paraître (and compounds), construire (instruire, détruire), coudre, courir (and compounds), craindre (se plaindre), croire, cueillir (and compounds), devoir, dire, dormir (s'endormir), écrire (and compounds), envoyer (and compounds), être, faire, falloir, joindre (and compounds), lire, mettre (and compounds), mourir, naître, offrir (souffrir), ouvrir (couvrir, découvrir), partir (sortir), peindre (atteindre, éteindre), plaire, pleuvoir, pouvoir, prendre (and compounds), recevoir (apercevoir), rire (and compounds), savoir, sentir (and compounds), servir, suffire, suivre (and compounds), se taire, tenir (and compounds), valoir, venir (and compounds), vivre, voir (and compounds), vouloir*

2. the imperative mood of the verbs in section 1
3. the subjunctive mood of the verbs in section 1
4. the infinitive, present and perfect
5. the participle, present, past and perfect.

B. Uses — the regular uses of all tenses of the indicative active and the following special uses:

1. the present and imperfect after *depuis, il y a . . . que, voilà . . . que, depuis quand, depuis combien de temps*
2. the future and future anterior after conjunctions of time like *quand, lorsque, aussitôt que*, these tenses becoming the conditional and conditional anterior in reported speech when the main verb is in a past tense (*Il les apportera quand il viendra. Il a dit qu'il les apporterait quand il viendrait.*)
3. the past anterior after *quand*, etc.

NOTE — In the translation of a connected passage of prose, either the past definite or the past indefinite, if used correctly and consistently, is acceptable.

C. The Passive Voice

1. Regular use of all tenses, noting the distinction between a true passive in the past and the imperfect tense of *être* with a past participle to describe a state or condition (*Les fenêtres ont été fermées par le professeur. Les fenêtres étaient toujours fermées.*)
2. The agent with *par* and *de*
3. The active infinitive in French to translate the English passive infinitive (*C'était à craindre.*)
4. Commonly avoided by the use of *on* or of a reflexive verb and always so when the French verb is not transitive.

D. The Infinitive

1. after prepositions, except *en*; the perfect infinitive after *après*
2. *pour* and *afin de* before an infinitive to express purpose
3. *pour* before an infinitive following an adjective used with *assez* and *trop* (*assez riche pour l'acheter*)
4. to replace a subordinate clause after verbs like *croire*, *penser*, *craindre* when the second verb in the sentence has the same subject as the first (*Il croit avoir raison.*)
5. after *entendre* and *voir* to translate the English gerund (*Je les entends frapper.*)
6. in locutions like *Venez voir.* — Come and see. and *Que faire?* What is one to do?
7. used as a noun, e.g. *le savoir faire*
8. for the imperative.

E. The Present Participle

1. to express simultaneous action, manner, etc.
2. as an adjective
3. as a gerund after *en*
4. in expressions like *sortir en courant.*

F. The Past Participle

Use and agreement

1. as an adjective
2. in compound tenses of verbs, noting the special case of *fait* followed by an infinitive (causative *faire*)
3. in the passive voice
4. when it translates the English present participle of verbs indicating position (*couché, assis, etc.*).

G. The Subjunctive Mood

1. Forms

The present, perfect, imperfect and pluperfect subjunctive (the imperfect and pluperfect subjunctive mainly for comprehension in reading)

2. Uses

The commoner uses in principal clauses, in subordinate noun, adjective, and adverb clauses

3. Avoidance of the subjunctive where it can be replaced by an infinitive.

H. Special Topics Related to the Verb

1. verbs governing an object

(a) without a preposition where the English verb requires a preposition

(b) with the preposition *à* or *de*

2. verbs which govern two objects, one direct, the other indirect

3. the commoner verbs governing an infinitive

(a) without a preposition

(b) with *à*, with *de*, with other prepositions

4. reflexive verbs, true and mutual

5. the sequence of tenses in conditional sentences (the use of the tense after *si* meaning whether)

6. impersonal verbs: *il y a, il faut, il vaut mieux, il s'agit de, il reste, il arrive*; the impersonal use of *faire* and other impersonal verbs used in speaking of the weather
7. the various functions and meanings of *aller, devoir, pouvoir, vouloir, savoir*, when they are used as auxiliary verbs
8. the causative use of *faire*, including the place of the objects and the agreement of the past participle
9. inversion of the verb and subject:
 - (a) in the explanatory remarks following a direct quotation
 - (b) after certain adverbs, e.g., *à peine, aussi, ainsi, peut-être*, etc.
 - (c) commonly in a relative clause introduced by *que, ce que* and *où*, when the subject is a noun
10. idiomatic uses of certain verbs

(Only some of the idioms most generally used are listed below. Others which occur frequently in the prescribed reading should be noted and learned.)

 - (a) locutions with *avoir*: *avoir faim*, etc.
 - (b) locutions with *faire*: *faire un voyage, faire des achats*, etc.
 - (c) *aller chercher, venir chercher, envoyer chercher* — to go for, etc.
 - (d) *venir de*
 - (e) *commencer à (de), commencer par; finir de, finir par*
 - (f) *servir, servir à, servir de, se servir de*
 - (g) *penser à, penser de*
 - (h) *jouer à, jouer de*
 - (i) *entendre dire que, entendre parler de, recevoir des nouvelles de*
 - (j) *faillir, manquer de* with an infinitive
 - (k) *vouloir dire*
 - (l) *rendre* with an adjective = to make (*rendre heureux*).

THE ADVERB

1. position in the sentence
2. formation of adverbs
3. comparison of adverbs
4. statements of comparison with *plus*, *moins*, *aussi* (*L'auto roule aussi vite que le train.*), also the use of *plus* (*moins*) *de* as opposed to *plus* (*moins*) *que*
5. agreement of the adverb *tout*
6. *si* before an adjective meaning "such" or "such a" (*un si bon élève*).

THE PREPOSITION

For special consideration:

1. *de* and *en* with names of materials
2. *à* in descriptions (*aux yeux bleus*)
3. *dans* and *en* in expressions of time
4. prepositions with geographical names
5. prepositions to express modes of travel (*à pied*, *en voiture*, *par le train*, etc.)
6. *prendre sur*, *boire dans*, etc. = to take from, to drink from
7. omission of the preposition
 - (a) in certain expressions of time (*le soir*)
 - (b) in absolute constructions (*Il est entré le chapeau sur la tête.*)
8. distinction between prepositions and conjunctions, e.g., *après* and *après que*.

INTERROGATION

1. various ways of asking questions
2. replies: *si*, *mais si*, *Je crois que oui*, *Il dit que non*
3. indirect questions: clauses introduced by *si*, *ce qui*, *ce que*.

NEGATION

1. the common negatives; their position in the sentence; several negatives in the same sentence (*Je ne vois plus rien.*); the negative without a verb (*Qui est là? Personne.*); the position of the *que* of *ne . . . que*
2. the use of the redundant *ne* (for the omission of *ne*, see Memorandum 1960-61:15, List of Tolérances to be accepted on Grade 13 examination in French).

NUMERALS

Cardinal and ordinal numbers, fractions, collectives.

MISCELLANEOUS TOPICS INVOLVING IDIOMATIC FORMS OF EXPRESSION

1. age, time of day, dates, titles, dimensions
2. beginnings and endings of letters
3. English words having several interpretations or functions and consequently requiring discrimination in translation, e.g. to return (go back, come back, give back), to know, to leave, to take, time, people, as, since, for, in, about, before, little, better, etc.
4. exclamations involving use of *quel*, *que*, *comme*, *que de*
5. weights and measures commonly used in Canada and in France.

The study of the grammatical topics and idioms listed above should be begun in Grade 9, after an introductory oral course of a few weeks, and completed by the end of Grade 13. The number of topics and idioms to be taught in each grade should be determined by the Principal and the teacher, or teachers, of French. In each of Grades 9, 10, 11 and 12 the choice of topics and idioms and their order of presentation will likely depend on the approved grammar text-book selected for use in that grade. In Grade 13 the topics and idioms taught by the end of Grade 12 should be reviewed and the remaining topics and idioms should be taught. The grammar text-books approved for use in Grades 9, 10, 11 and 12 are listed in Circular 14: Text-books Approved or Recommended for use in Elementary and Secondary Schools. In Grade 13 any suitable grammar text-book may be used.

In Grades 9 and 10 the grammar text-books may include a sufficient amount of reading material. It may be considered advisable, however, to provide additional reading material in Grade 10. The reading prescriptions for the other grades are as follows:

- | | | |
|----------|----------------------------------|--|
| Grade 11 | (a) Intensive Reading: | 75 pages, |
| | (b) Extensive (outside) Reading: | 100 pages. |
| Grade 12 | (a) Intensive Reading: | 100 pages, |
| | (b) Extensive (outside) Reading: | 125 pages. |
| Grade 13 | (a) Intensive Reading: | Prescribed annually
in Circular 58, |
| | (b) Extensive (outside) Reading: | 150 pages. |

Except for intensive reading in Grade 13, any suitable reading material may be used, but in choosing books for use in Grade 12 teachers should avoid those which have been previously prescribed for the examinations of Grade 13 since these may be used again.

The course also includes regular oral and conversational practice, dictation, the writing of free compositions, and the study of vocabulary (mainly the vocabulary of the grammar text-books used and, in Grade 13, of the prescribed Authors text).

COURSES OF STUDY
GERMAN, SPANISH, ITALIAN,
RUSSIAN

The objectives outlined for the study of French apply in general to German, Spanish, Italian, and Russian.

As in the case of French, the course shall consist of a study of grammatical topics and idioms (those of the grammar text-books selected), reading, oral and conversational practice, dictation, the writing of free compositions, and the study of vocabulary (mainly the vocabulary of the grammar text-books used and, in Grade 13, of the prescribed Authors text). The grammar text-books approved for use in Grades 11 and 12 are listed in Circular 14. In Grade 13 any suitable grammar text-book may be used.

The reading prescriptions are as follows:

Grade 11 (a) Intensive Reading: The material in the grammar text-books,

(b) Extensive (outside) Reading: 50 pages.

Grade 12 (a) Intensive Reading: 100 pages,

NOTE: In the case of German, 10 pages should be poetry. (The High School German Reader contains suitable material.)

(b) Extensive (outside) Reading: 100 pages.

Grade 13 (a) Intensive Reading: Prescribed annually
in Circular 58,

(b) Extensive (outside) Reading: 125 pages.

Except for intensive reading in Grade 13, any suitable reading material may be used, but in choosing books for use in Grade 12 teachers should avoid those which have been previously prescribed for the examinations of Grade 13 since these may be used again.

COURSES OF STUDY

GERMAN

LIST OF GRAMMATICAL TOPICS AND IDIOMS IN GERMAN

This outline of the German Course for Grades 10 or 11 to 13 is intended as a guide to teachers. No attempt has been made to present the material in the order in which it is to be taught, nor does this outline follow the sequence of any one of the approved books. It is intended to serve as a check list which teachers may use to make sure that they have not overlooked any grammatical topics. It may also serve to clarify some grammatical points, and to indicate the depth of treatment required with some special topics.

THE GERMAN ALPHABET (in German)

Punctuation (German terminology)

General rules of pronunciation, with attention to stressed syllables

Division into Syllables:

Some guiding principles re: syllabication

1. There are as many syllables in a word as there are vowel sounds
2. A single consonant between two vowels belongs to the following syllable, e.g. *Ta-fel*, *Fra-ge*, *le-ben*
3. When two or more consonants appear in sequence, the last one goes with the following syllable, e.g., *ant-wor-ten*
4. *ch*, *sch*, *ss*, are treated as a single consonant, e.g., *Bü-cher*, *Wün-schen*, *Fu-sse*
5. *sp*, *st*, at the beginning of a syllable are treated as single letters and are not separated, e.g., *ver-spre-chen*, *ge-stor-ben*
6. Compound words are broken into their component parts, e.g., *Blei-stift*, *Land-karte*
7. *Ck* is separated into *KK*, e.g., *decken* = *dek-ken*

Common grammatical terminology (in German)

- names of tenses
- names of parts of speech
- common phrases required for the correction of exercises

THE DEFINITE ARTICLE

(a) declension

(b) uses:

1. general nouns (generic nouns)
2. qualified proper nouns
3. with parts of the body, articles of clothing (and wherever the definite article can replace the possessive adjective, without ambiguity resulting, e.g., *Er gab es der Mutter.*)
4. to clarify case (e.g., Mother wants to give it to Father. *Mutter will es dem Vater geben.*)
5. with names of countries when not neuter (or even with neuter names of countries when modified)
6. with names of rivers, mountains, streets, lakes, seas, forests
7. distributive use (with price and time, to replace English indefinite article) e.g.,
 - *dreimal die Woche*
 - *vier Mark das Pfund*
8. repetition before each noun
9. with names of materials
10. with abstract nouns (but not always in proverbs)
11. with seasons, months, days of the week, parts of the day
12. with some elements — *Himmel, Erde, Hölle*
13. in certain idiomatic phrases where English does not use article, e.g.,
 - *in die (der) Schule*
 - *in die (der) Kirche*

- *zum Teil*
- *zum Schluss*
- *mit der Eisenbahn*
- *in der Tat* (but notice the opposite tendency — *Klavier spielen*)

14. infinitives used as nouns, e.g.,

— *Das Wandern ist des Müllers Lust*

15. with the names of meals

16. use with “*die meisten*”

17. to replace the English indefinite article in certain phrases and idioms, e.g.,

- *in der Regel*
- *zur Abwechslung*
- *zur Folge*

(c) Contraction of the definite article with prepositions

THE INDEFINITE ARTICLE

(a) declension

(b) uses:

1. omitted before unqualified predicate after “*sein*” or “*werden*”
2. repeated before each noun
3. omission with *hundert, tausend*
4. omission with bodily pains, e.g., *Kopfweh, Zahnweh*
5. omitted in some idiomatic phrases, e.g., *mit lauter Stimme, in Eile*
6. omitted after “*als*” (when it has appositive value), e.g., *Als Freund der Familie*

QUALIFYING AND LIMITING ADJECTIVES

(a) Qualifying Adjectives

definition — A qualifying adjective is one which describes some quality of the noun which it modifies, e.g., *gut, schön, weiss, rot, klein*

(b) Limiting Adjectives

1. definition — A limiting adjective does not describe any quality of the noun it modifies, but merely limits its scope

2. There are two classes of limiting adjectives

(i) *dieser* class (declension)

— endings of *dieser* class

To this class belong the demonstrative adjectives *dieser*, *jener*, *jeder*, *mancher*, *welcher*, *solcher* *der* (teach declension of *der* as a variation of *dieser*)

(ii) *mein* class (declension)

— endings of *mein* class (and how it differs from *dieser* endings)

To this class belong the “*mein*” words: *mein*, *dein*, *sein*, *unser*, *euer*, *ihr*, *Ihr*, *ein*, *kein*, *was für ein*

NOTE — Teach declension of *solcher*, when:

(i) preceded by an indefinite article

(ii) followed by an indefinite article

DECLENSION OF QUALIFYING (descriptive) ADJECTIVES

(a) when *not* preceded by a limiting adjective of either type (*dieser* or *mein*), the qualifying adjective has the same endings as *dieser* (strong)

(b) use of “*en*” ending for genitive singular (masculine and neuter) of qualifying adjective, except when it precedes a weak noun

(c) when preceded by a *dieser* word, the qualifying adjective ends in “*en*” except in following five places:

— — —

 — —

In those five places it ends in “e” viz.,

e	e	e	en
en	en	en	en
en	en	en	en
en	e	e	en

This is called the *weak declension*

- (d) when preceded by a *mein* word, the qualifying adjective ends in “en” except in the following five places:

—	—	—
—	—	—

In those five places it takes the endings of “*dieser*”, viz.,

er	e	es	en
en	en	en	en
en	en	en	en
en	e	es	en

- (e) predicate adjectives are invariable (not declined), unless they accompany the noun they modify.
- (f) after *viele*, *einige*, *etliche*, *wenige*, *mehrere*, qualifying adjectives are now usually strong, e.g., *viele schöne Häuser*

(Some grammarians state that the above-named adjectives are followed by the strong declension forms when the qualifying adjective is in the nominative or accusative case, and by the weak forms in the genitive and dative case,

e.g., *viele gute Leute*
vieler guten Leute
vielen guten Leuten
viele gute Leute

At the High School level, however, the general rule stated above is acceptable.)

- (g) after *alle*, *sämtliche*, qualifying adjectives are usually weak, e.g., *alle guten Häuser*
- (h) invariable adjectives derived from names of cities, e.g., *Berliner*, *Kölner*

PREPOSITIONS

- (a) governing the accusative case
 - (b) governing the dative case
 - (c) governing the accusative and dative cases
 - (d) governing the genitive case
 - (e) contraction with definite article
- } AND USES

PREFIXES

- (a) separable (accented) — position in sentence
- (b) inseparable (unaccented) — list of prefixes always inseparable
- (c) compound, e.g.,
 1. 2 separable prefixes: *vorangehen*
 2. separable + inseparable: *anerkennen*
 3. inseparable + separable: *verabreden*
- (d) prefixes which sometimes are separable and sometimes inseparable (when separable they usually have literal meaning; when inseparable, figurative meaning, e.g., *übersetzen* vs. *übersetzen*)

WORD ORDER

- (a) **In Assertive sentences**—Verb (in compound tenses, the auxiliary) must be the second grammatical element (not necessarily the second word). The subject is *usually* the first element in an unstressed statement, but any element may come first if you want to stress it.
- (b) **In Interrogative sentences**
 1. when not introduced by interrogative word subject and verb are inverted, e.g., *Kommst du mit?*
 2. when introduced by interrogative word, it (interrogative word) starts the sentence, and verb and subject are inverted, e.g., *Wann kommt er an?*
- (c) **In Imperative Mood**—verb introduces command

(d) **In Subordinate Clauses**

1. position of the simple tense verb
2. position of the auxiliary of the compound tense verb
3. position of the inseparable prefix when verb is in simple tense

(e) Position of objects, inverted subjects, adverbs, etc.

1. personal pronoun objects (direct [accusative] before indirect [dative])
2. adverbs
 - (i) adverbs of time precede all other adverbs
 - (ii) usual order of other adverbs is: time, place, cause, degree, manner, e.g., *Der Vogel singt morgens, im Garten, aus Freude, sehr schön*

NOTE — The farther forward in the sentence that you place the adverb, the more you are stressing that particular adverb

3. pronoun objects that are not personal pronouns
4. noun objects (dative before accusative)
5. nouns or pronouns after prepositions
6. predicate adjectives
7. past participle
8. infinitive
9. in subordinate clause, auxiliary verb
10. in subordinate clause, auxiliary verb comes before “double-infinitive” construction, e.g., *Er sagt, dass er es habe tun können.*

(f) **In Exclamatory Sentences**

CONJUNCTIONS

- (a) Co-ordinating (*und, aber, sondern, denn, oder*), (difference between *aber* and *sondern*)
- (b) subordinating
- (c) word-order with conjunctions

LETTER HEADINGS AND ENDINGS

PRONOUNS

A. (a) personal (conjugation and paradigm)

1. contraction of *da* plus preposition to replace personal pronoun (referring to things) governed by preposition
2. contraction of genitive form of pronoun with a preposition, e.g., *meinetwegen*, etc.

(b) interrogative (conjugation and paradigm) contraction, e.g., *womit*, *wodurch*

(c) relative (conjugation and paradigm) of “*der*” and “*welcher*” (plus contractions, e.g., *wovon*)

(d) demonstrative (conjugation and paradigm)

1. use of *derjenige*
2. use of *derselbe*
3. use of *derer* before a relative clause

(e) possessive pronouns (four forms: *meiner*, *der meine*, *der meinige*, *mein*) and their uses

use of possessive pronoun to note emphasis or distinction of ownership as contrasted with mere statement of ownership, e.g., *Das Buch gehört mir* vs. *Dieses Buch ist das meine* (*das meinige*, *meines*, *mein*)

(f) indefinite pronouns, *man*, *jemand*, *jedermann*, *niemand*, *etwas*, *nichts*, *einer*, *alles*, *alle*, *etwas*, *nichts*, *genug*, *mehr*, *ein bisschen*, *ein paar*, *viel*, *viele*, etc.

(g) intensive pronouns, *selbst*, *selber*

(h) reciprocal pronouns, *einander*

B. Uses of above-mentioned forms

DECLENSION OF NOUNS

(a) Definition of

- | | |
|-----------|---------|
| 1. strong | } nouns |
| 2. weak | |
| 3. mixed | |

NOTE — Instead of teaching noun declensions according to division into 12 classes, teachers may prefer to have pupils learn:

- (a) Three basic forms of masculine and neuter nouns, e.g., *der Mann*, *es*, *er*; *das Messer*, *s*, —
- (b) Two basic forms of feminine nouns (since feminine nouns do not change in the singular, there is no need to give genitive singular), e.g., *die Hand*, *e*; *die Frau*, *en*
- (c) Eight basic rules of noun declension.

Rules of Noun Declension

1. All nouns are capitalized
2. Feminine nouns never change in the singular
3. Nouns end in “*n*” (“*en*”) in the dative plural (except a few foreign nouns, which remain unchanged throughout the plural, e.g., *die Autos*, *die Examina*)
4. All nouns have the same form in the nominative, genitive and accusative plural
5. Strong masculine and neuter nouns have the same form in the nominative and accusative singular
6. Strong masculine and neuter nouns that add “*es*” to form genitive singular (usually monosyllabic nouns), add “*e*” to form dative singular (in practice this “*e*” is frequently omitted)
7. Strong masculine and neuter nouns that add “*s*” to form genitive singular add nothing to form dative singular (i.e. dative singular is same as nominative singular)
8. Nouns that add “*n*” (“*en*”) to form genitive singular add “*n*” (“*en*”) throughout. These are called weak nouns.

The following mixed nouns can be taught as special cases:

- NOTE — 1. *Name*, *Buchstabe*, *Friede*, *Funke*, *Gedanke*, *Glaube*, *Haufe*, *Same*, *Wille*, *Schade* (pl. *Schäden*), *Fels*
2. Certain nouns are strong in the singular and weak in the plural. The common ones are: *Auge*, *Ohr*, *Ende*, *Bett*, e.g., *das Auge*, *des Auges*, *dem Auge*, *das Auge*, *die Augen*, *der Augen*, *den Augen*, *die Augen*

3. Note also

- (a) *das Herz, des Herzens, dem Herzen, das Herz*,
(in the plural the form is *Herzen* throughout)
- (b) *der Herr, des Herrn, dem Herrn, den Herrn*
(in the plural the form is *Herren* throughout)

4. Uses of Cases

- (a) Nominative: — subject of verb; subjective completion of copula verb
 - (b) Genitive: — to denote possession
— to denote indefinite time
— after some prepositions, adjectives, verbs
— idiomatic use, e.g., *erster Klasse* (genitive of description)
 - (c) Dative: — indirect object
— dative of interest
— after some prepositions, adjectives, verbs
 - (d) Accusative: — direct object of verb
— definite time
— extent of time
— after some prepositions
- 5. Proper names not declined, when preceded by article
 - 6. Declension of titles when accompanying proper name
 - 7. Adjectives used as nouns (declined as adjectives but capitalized)

PUNCTUATION

- (a) with abbreviations
- (b) colon used to introduce direct speech (or thought) after a verb of saying, thinking or speaking (or other mental activity)
- (c) exclamation mark after imperatives

(d) use of comma:

1. to separate subordinate clause from principal clause
2. to separate principal clauses joined by *und* or *oder*, when these coordinating conjunctions join two clauses, each of which has its own subject, e.g., *Wir lasen die Zeitung, und dann machten wir einen Spaziergang*
3. in appositive phrases
4. before an infinitive phrase (an infinitive phrase = *zu* plus infinitive plus at least one other word)
5. in decimal system

(e) Teaching of proper punctuation in letters (heading, closing, etc., see appendix No. 2)

NUMERALS

- (a) cardinal
- (b) ordinal
- (c) fractions
- (d) forms in — *erlei*
— *ens*
— *fach*, etc.

VERBS

A. (a) Definition of (i) strong, (ii) weak verbs

- (b) 8 mixed verbs: *nennen*, *rennen*, *senden*, *wenden*, *denken*, *bringen*, *brennen* and *kennen*
- (c) Teaching of 4 principal parts of all strong verbs
- (d) Teaching of the following tenses of the indicative: present, imperfect, perfect, pluperfect, simple future, future perfect and imperative
- (e) Teaching of the following tenses of the subjunctive: present, imperfect, perfect, pluperfect, simple future, future perfect, simple conditional and compound conditional

- (f) Teaching of the passive forms corresponding to the above-mentioned active forms, in the indicative and subjunctive
- (g) The active and passive infinitives
- (h) The present and past participles
- (i) Teaching of verbs with separable and inseparable prefixes (see PREFIXES)
- (j) Teaching of uses of infinitive (with and without *zu*)

B. Meaning of the above tenses and proper uses

Use of the simple past (preterite) in connected narration vs. the perfect tense (in conversational style)

Use of “*seit*” and “*schon*” plus present and imperfect tenses to correspond to French “*depuis*”

Use of future and conditional to denote probability

Use of conditional (or imperfect subjunctive) for deference or politeness (c.f. English — Could you tell me . . . *Könnten Sie mir sagen* . . . conditional in German replaced by imperfect subjunctive)

NOTE — 1. When “would” means “to want to”, “to be willing” (in negative, unwilling) it is a main verb, translated by some form of “*wollen*”.

2. When “would” is used as a form of politeness, meaning “please do” or “will you be so kind as to” it may be handled by “*wollen*” or by adding some form of politeness (*bitte*, etc.), usually placed at the end of the sentence (e.g., Would you please sit down?)

3. Otherwise “would” is an auxiliary of tense; and is to be translated either by the imperfect (to denote frequentative action, e.g., He would always greet me when he met me.), or by the conditional tense (the imperfect subjunctive may always replace the simple conditional of a strong verb) e.g., If I gave it to him, he would be satisfied = *Wenn ich es ihm gäbe, würde er zufrieden sein* (or, *wäre er zufrieden*).

4. Similarly, “should” as a main verb (= ought to) must be rendered by the imperfect subjunctive (to replace the simple conditional) of *sollen*, or by the pluperfect subjunctive of *sollen* (to replace the compound conditional, in past time).
5. “Should” as an auxiliary, is translated by the conditional of the verb (or by the imperfect or pluperfect subjunctives, depending on the time of the action).
6. When “could” = was able to, translate it by the past tense of “*können*”.
7. When “could” = would be able, translate it by the imperfect subjunctive of the proper modal verb.

C. Verbs conjugated with —

- (a) *sein*
- (b) *haben*
- (c) *sein* or *haben*

D. Reflexive verbs (all conjugated with *haben*)

— forms and uses

— reflexive to replace passive (where action is important and no agent mentioned or implied)

— reflexive pronoun plus definite article and noun may replace possessive adjective with parts of the body and articles of clothing, e.g., I wash my hands . . . *Ich wasche mir die Hände* (This usage is not obligatory).

E. The Passive Voice

NOTE — 1. The passive voice is used commonly in German only when the agent, means or instrument are mentioned and important. Otherwise the passive voice is generally replaced by one of the alternative constructions mentioned below (see (b) 1 and 2).

2. Since the passive is essentially a verb form, it must denote some action. It is not to be confused with the construction which uses the past participle as a pure adjective to describe a state or condition, e.g., The door is (already) closed — *Die Tür ist (schon) geschlossen*.

but, The door is closed daily at 5 o'clock (passive). *Die Tür wird täglich um fünf Uhr geschlossen*.

(a) Formation of tenses of the passive

For whatever tense of the passive required, take *that* tense of the verb *werden* and add the past participle of the word in question.

The past participle of *werden* used in the passive is *worden*.

(b) Substitutes for passive when agent (means, instrument) not mentioned and not important:

(i) *man* and third person singular of active (compare Fre. *on*)

(ii) reflexive verb

(c) Translation of “by” after a passive

(i) animate object (human being or animal) = *von* and dative

(ii) means = *durch* and accusative

(iii) instrument (mechanical means) = *mit* and dative

3. Only verbs which can govern an accusative can be turned into the passive with a personal subject; e.g.,

Man antwortete ihm nicht, (active). *Ihm wurde nicht geantwortet*, (passive — impersonal with “*es*” understood)

or

Es wurde ihm nicht geantwortet.

In such cases the active construction is preferable to the passive.

4. *Es* and a third person singular of the passive is sometimes used when you want to stress the performance of an action rather than the performer, e.g.,

Es wird abends von elf Uhr ab getanzt.

or

Abends, von elf Uhr ab wird getanzt.

5. After the verb “to be” (*sein*) an active infinitive may have passive meaning, e.g.,

That is to be seen (can be seen) all over.

Das ist überall zu sehen.

F. **Modal Auxiliaries** (sometimes called “Past-Present” verbs by grammarians)

NOTE — A very satisfactory way of approaching Modals is through the idea that they represent rather than through translation, e.g.,

sollen denotes the idea of duty or obligation;
können denotes ability, possibility, thorough knowledge.

When the basic ideas have been mastered, the translation can be given.

It is not advisable at the initial stages to teach more than the basic ideas that each verb stands for, in order to avoid confusion; e.g.,

the teacher should insist that “permission” be translated by *dürfen*, “liking” or “preference” by *mögen*, etc. — later on, when the pupil has mastered the basic ideas, the “overlapping” translations may be introduced (e.g., permission may also be translated on occasion by *mögen* or even by *können*)

(a) forms and principal parts

(b) uses:

- (i) with complementary infinitive (active or passive) (without “zu”) to express a mood

of volition, possibility, obligation, etc.

e.g., 1. *Er darf es sofort tun*

2. *Das muss sofort getan werden*

- (ii) the so-called “double infinitive” construction
- (iii) lack of conditional tenses (replaced by the imperfect and pluperfect subjunctives)
- (iv) translation of
 - should and should have (plus past participle)
 - would and would have (plus past participle)
 - could and could have (plus past participle)
 - might and might have (plus past participle)
 - ought and ought to have (plus past participle)
 - must and must have (plus past participle)
 - “to be to” and “must not”
- (v) two forms of the past participle; a regular, weak form and a special form, identical in spelling with the infinitive; when to use each of these forms
- (vi) the infinitive of a verb of motion is often omitted after modals
- (c) semi-modals, *helfen, heissen, hören, sehen, machen, lassen, lehren, lernen, fühlen, bleiben*
- (d) *lassen*
 - (i) literal translation as a transitive verb
 - (ii) causative use
 - (iii) as a substitute for some forms of the imperative
- (e) position of auxiliary in subordinate clauses with “double infinitive” construction (see WORD ORDER, part e, 10).

G. The Subjunctive Mood

1. Definition: Used in independent sentences to express a mood of doubt, unreality, improbability, or uncertainty in the mind of the speaker.

NOTE — On occasion the subjunctive may be circumvented by the use of a verb that implies uncertainty, e.g., He may be ill = *Er mag krank sein*

2. Use:
 - (a) in principal clauses
 - (i) optative — to express a wish involving divine intercession, e.g.,
Long live the king! *Es lebe der König!*
 - (ii) jussive (a reported command, issued to a third party) e.g.,
Let him come in at once = *Er komme sofort herein!* (used when let = “see to it that he does”)

NOTE — This use is frequently replaced in conversational style by “*sollen*”, e.g.,

Er soll sofort hereinkommen.

- (iii) To replace a conditional tense (of deferential statement), e.g.,
I should like to see him.
Ich möchte ihn sehen.

(b) in subordinate clauses

- (i) in indirect discourse and indirect questions after verbs of saying, thinking, etc., when the speaker is merely reporting something for what it is worth, without vouching for the absolute truth of the statement or thought.
 - (ii) in unreal conditions (see section H — Conditional Sentences)
 - (iii) after “*als ob*” and “*als wenn*”

- (iv) frequently after “*damit*” to express purpose

NOTE — 1. When “*dass*” is omitted before a subordinate clause, normal word-order follows.

2. The imperfect subjunctive never refers to the past time; it always refers to the present time, e.g.,

(a) *Ich könnte das tun.* = I could do that (now).

(b) *Wenn ich Geld hätte, würde ich eine Reise machen.* = If I had money (now) I should take a trip.

(c) *Sie sagte, dass sie keine Zeit hätte, es zu tun.* = She said that she had (present tense with respect to the action of the main verb) no time to do it.

H. Conditional Sentences

1. Definition: A conditional sentence consists of two clauses:

- (a) an “if” clause, which expresses a supposition, and
(b) a “result” clause or “principal” clause, which hinges on the condition expressed by the “if” clause, e.g.,

If he were only here (“if” clause), I should be happy (“result” clause).

NOTE — One of these clauses may be omitted, but it must at least be clearly implied.

2. There are two kinds of conditions:

- (a) Real Conditions

These are possible of fulfilment. They use the indicative mood.

- (b) Unreal Conditions (or Contrary to Fact Conditions)
These are impossible or *improbable* of fulfilment. They use the subjunctive mood.

(c) Tests for Real and Unreal Conditions

- (i) If after the “if” clause you can insert a clause beginning with “and” which confirms the supposition, the condition is *real*, e.g., If he arrives (and it is quite possible that he will), send him in. — (Real Condition)
- (ii) If after the “if” clause you can insert a clause beginning with “but” which contradicts (or negates) the supposition, the condition is *unreal*, e.g., If I were you (but I am not), I should speak to him. — (Unreal Condition)

TENSE SEQUENCE FOR UNREAL CONDITIONS

	“IF” CLAUSE	“RESULT” CLAUSE
Referring to present } or future time	imperfect subjunctive	imperfect subjunctive or simple conditional
Referring to past time	pluperfect subjunctive	pluperfect subjunctive or compound conditional

I. Impersonal Verbs

- 1. Verbs of weather — *regnen, schneien*, etc.
- 2. Three impersonal verbs that are not impersonal in English: *gelingen, geschehen, glücken*.
- 3. Certain idiomatic expressions:
e.g., *leid tun, es freut mich, es gibt*, etc.
- 4. Impersonal use of verbs (which have normal personal uses) to stress action, rather than *doer* of action:
e.g., *Es klopft* — There is a knock on the door.

— *Hier wird bis 12 Uhr getanzt*. There is dancing here till 12 o'clock.

ACCUSATIVE AND INFINITIVE CONSTRUCTION

Used to avoid a subordinate clause

e.g., (i) He asked that she come.

Er bat sie zu kommen.

(ii) I think that I can do it.

Ich glaube, es tun zu können.

CERTAIN GROUPS OF VERBS REQUIRE SPECIAL ATTENTION:

(a) (i) *liegen, legen, lügen*

(ii) *bitten, bieten, beten*

(iii) *sitzen, setzen, sich setzen*

(iv) *wecken, erwachen*

(b) Verbs governing the dative case, e.g.,

befehlen, danken, erlauben, gefallen, gehorchen, gelingen, geschehen, gleichen, helfen, passen, raten, schmeicheln, trauen, verzeihen, begegnen, folgen, entkommen, entgegen, etc.

(c) Verbs governing the genitive case, e.g.,

gedenken, sich erinnern (also with *an* and *acc.*), *harren* (also with *auf* and *acc.*), *spotten*, etc.

(d) Verbs governing a double accusative, e.g.,

lehren, fragen, etc.

(e) Verbs followed by a preposition and an object in:

(i) the accusative case, e.g., to answer = *antworten auf* (+ *acc.*)

(ii) the dative case, e.g., to elect = *wählen zu* (+ *dat.*)

COMPARISON OF ADJECTIVES AND ADVERBS

(e.g., *schön, schöner, schönst, am schönsten*)

— translation of “least”, “most”, the more . . . the more, etc.

— superlative absolute (*höchst, äusserst*)

— adjectival superlative vs. adverbial superlative and their respective uses

POSITION OF *nicht*; replacement of *nicht ein* by *kein* (unless stressed, with the intention of meaning not *one*.)

INDEFINITE TIME is expressed by the genitive case, with the following nouns:

- (a) (i) *Tag*
 - (ii) divisions of the day, e.g., *morgens, mittags, nachmittags, abends, nachts*
 - (iii) the days of the week
 - (iv) the seasons
- (b) The genitive is also used with the above nouns only to denote a habitual or repeated occurrence.
- (c) Definite time or extent of time is expressed by the accusative case, e.g., *jeden Tag, die ganze Woche*.

PARTICIPLES

(a) Present — form

- use (i) as a true participle
- (ii) as an adjective
- replacement by a clause introduced by:
 - (i) *dadurch dass*
 - (ii) *indem*
 - (iii) *ohne dass*
 - (iv) *anstatt dass*
 - (v) *da*

(b) Past — form

- use (i) in compound tenses
- (ii) as an adjective
- (iii) to complete certain verbs, with force of present participle — e.g.,

Er kam gelaufen.

He came running.

EXPRESSIONS OF TIME AND OF THE CLOCK

- (a) *Wieviel Uhr ist es, es ist eins* (or *ein Uhr*), etc.
- (b) Use of “*um*” for exact hour and “*ungefähr um*” (*gegen*) for approximate time.
- (c) *by* = *bis* (e.g., *by 3 o'clock* = *bis drei Uhr*)
- (d) Certain common expressions:

im Mittelalter; im dreizehnten Jahrhundert; ein Achtziger
(an 80-year-old man); *zu spät; zur rechten Zeit* (or *gerade*
recht or *beizeiten*); *Der wievielte ist heute, or Den wievielten*
haben wir heute?

Heute in vierzehn Tagen (*heute über vierzehn Tage*)

Wie alt ist er? Er ist fünfzehn Jahre alt.

Er ist zehn Jahre jünger als Sie.

Jahraus jahrein (year in, year out)

Wann hast du Geburtstag?

Zu Ostern, Weihnachten, Pfingsten

Die Uhr geht richtig (*geht vor; geht nach*).

Die Uhr steht.

pünktlich, punkt zehn (*Uhr*)

Die Uhr aufziehen; die Uhr stellen.

heute morgen vs. *diesen Morgen*

gestern abend; morgen abend; morgen früh; früh am Morgen;

spät am Abend

vor zwanzig Jahren

von Zeit zu Zeit

hin und wieder

COMMON NAMES OF COUNTRIES, etc.

Class I — formed from the name of the country by the addition of “*er*” (sometimes with umlaut on stem vowel, sometimes (without)

NAME OF COUNTRY	INHABITANT		ADJECTIVE
	MASCULINE	FEMININE	
<i>Afrika</i>	<i>der Afrikaner</i>	<i>die Afrikanerin</i>	<i>afrikanisch</i>
<i>Amerika</i>	<i>der Amerikaner</i>	<i>die Amerikanerin</i>	<i>amerikanisch</i>
<i>Australien</i>	<i>der Australier</i>	<i>die Australierin</i>	<i>australisch</i>
<i>Bayern</i>	<i>der Bayer</i>	<i>die Bayerin</i>	<i>bayrisch</i>
<i>Belgien</i>	<i>der Belgier</i>	<i>die Belgierin</i>	<i>belgisch</i>
<i>England</i>	<i>der Engländer</i>	<i>die Engländerin</i>	<i>englisch</i>
<i>Estland</i>	<i>der Estländer</i>	<i>die Estländerin</i>	<i>estländisch</i>
<i>Europa</i>	<i>der Europäer</i>	<i>die Europäerin</i>	<i>europäisch</i>
<i>Holland</i>	<i>der Holländer</i>	<i>die Holländerin</i>	<i>holländisch</i>
<i>Indien</i>	<i>der Inder</i>	<i>die Inderin</i>	<i>indisch</i>
<i>Irland</i>	<i>der Irländer (Ire)</i>	<i>die Irländerin</i>	<i>irländisch, irisch</i>
<i>Italien</i>	<i>der Italiener</i>	<i>die Italienerin</i>	<i>italienisch</i>
<i>Japan</i>	<i>der Japaner</i>	<i>die Japanerin</i>	<i>japanisch</i>
<i>Kanada</i>	<i>der Kanadier</i>	<i>die Kanadierin</i>	<i>kanadisch</i>
<i>Lettland</i>	<i>der Lettländer</i>	<i>die Lettländerin</i>	<i>lettländisch</i>
<i>Litauen</i>	<i>der Litauer</i>	<i>die Litauerin</i>	<i>litauisch</i>
<i>Norwegen</i>	<i>der Norweger</i>	<i>die Norwegerin</i>	<i>norwegisch</i>
<i>Österreich</i>	<i>der Österreicher</i>	<i>die Österreicherin</i>	<i>österreichisch</i>
<i>die Schweiz</i>	<i>der Schweizer</i>	<i>die Schweizerin</i>	<i>schweizerisch</i>
<i>Spanien</i>	<i>der Spanier</i>	<i>die Spanierin</i>	<i>spanisch</i>
<i>Ungarn</i>	<i>der Ungar</i>	<i>die Ungarin</i>	<i>ungarisch</i>
<i>die Vereinigten Staaten</i>	<i>der Amerikaner</i>	<i>die Amerikanerin</i>	<i>amerikanisch</i>

Class II — Nouns of weak declension (like *der Knabe-n, -n*)

NAME OF COUNTRY	INHABITANT		ADJECTIVE
	MASCULINE	FEMININE	
<i>Asien</i>	<i>der Asiate</i>	<i>die Asiatin</i>	<i>asiatisch</i>
<i>Britannien</i>	<i>der Brite</i>	<i>die Britin</i>	<i>britisch</i>
<i>Bulgarien</i>	<i>der Bulgare</i>	<i>die Bulgarin</i>	<i>bulgarisch</i>
<i>China</i>	<i>der Chinese</i>	<i>die Chinesin</i>	<i>chinesisch</i>
<i>Dänemark</i>	<i>der Däne</i>	<i>die Dänin</i>	<i>dänisch</i>
<i>Frankreich</i>	<i>der Franzose</i>	<i>die Französin</i>	<i>französisch</i>
<i>Griechenland</i>	<i>der Grieche</i>	<i>die Griechin</i>	<i>griechisch</i>
<i>Jugoslawien</i>	<i>der Jugoslawe</i>	<i>die Jugoslawin</i>	<i>jugoslawisch</i>
<i>Polen</i>	<i>der Pole</i>	<i>die Polin</i>	<i>polnisch</i>
<i>Preussen</i>	<i>der Preusse</i>	<i>die Preussin</i>	<i>preussisch</i>
<i>Russland</i>	<i>der Russe</i>	<i>die Russin</i>	<i>russisch</i>
<i>Sachsen</i>	<i>der Sachse</i>	<i>die Sächsin</i>	<i>sächsisch</i>
<i>Schweden</i>	<i>der Schwede</i>	<i>die Schwedin</i>	<i>schwedisch</i>
<i>Schottland</i>	<i>der Schotte</i>	<i>die Schottin</i>	<i>schottisch</i>
<i>die Tschechoslovakei</i>	<i>der Tscheche</i>	<i>die Tschechin</i>	<i>tschechoslowakisch</i>
<i>die Türkei</i>	<i>der Türke</i>	<i>die Türkin</i>	<i>türkisch</i>

Class III — One noun which follows the adjective declension

<i>Deutschland</i>	<i>der Deutsche</i>	<i>ein Deutscher</i>	<i>deutsch</i>
	<i>Pl. die Deutschen</i>	<i>Pl. Deutsche</i>	

IRREGULAR VERBS

befehlen, beginnen, beissen, betrügen, biegen, bieten, binden, bitten, blasen, bleiben, braten, brechen, brennen, bringen, denken, dreschen, dringen, dürfen, empfehlen, erlöschen, erschrecken, essen, fahren, fallen, fangen, finden, fliegen, fliehen, fliessen, fressen, frieren, geben, gehen, gelingen, gelten, genesen, geniessen, geschehen, gewinnen, giessen, gleichen, gleiten, graben, greifen, haben, halten, hangen, hauen, heben, heissen, helfen, kennen, klingen, kommen, können, kriechen, laden, lassen, laufen, leiden, leihen, lesen, liegen, lügen, meiden, messen, misslingen, mögen, müssen, nehmen, nennen, pfeifen, raten, reiben, reissen, reiten, rennen, riechen, ringen, rufen, saufen, schaffen, scheiden, scheinen, schelten, schieben, schiessen, schlafen, schlagen, schleichen, schliessen, schmeissen, schmelzen, schneiden, schreiben, schreien, schreiten, schweigen, schwellen, schwimmen, schwören, sehen, sein, senden, singen, sitzen, sollen, sprechen, springen, stechen, stehen, stehlen, steigen, sterben, stossen, streichen, tragen, treffen, treiben, treten, trinken, tun, verderben, verdriessen, vergessen, verlieren, verschwinden, wachsen, waschen, weisen, wenden, werden, werfen, wiegen, wissen, wollen, ziehen, zwingen.

SOME COMMON WORDS THAT REQUIRE SPECIAL ATTENTION

after, before, for, when, since, behind, above, ago, then, about, as, without, instead, self (compounds, reflexive vs. emphatic pronouns), all, both, by (N.B.: bis, by 3 o'clock = bis drei Uhr), not until (erst), oben, unten, vorn, hinten, draussen, drinnen, ein paar vs. ein Paar, wenn, als, and wann.

SPECIAL EXPRESSIONS AND CONSTRUCTIONS

It is I (etc.); here is, here are; there is, there are (es gibt vs. es ist); apposition; titles; dates; time; weather; etwas, viel, nichts followed by adjective (e.g., nichts Neues); half (also 1½ = anderthalb, etc.); use of "zu" plus dative to introduce direct quotation, e.g., Er sagte zu seinem Freunde: "Steh' auf!" Er sagte seinem Freunde, dass er aufstehen sollte; indem = while (when subject is same in both clauses).

APPENDIX I

Reference list of some grammatical terms and instructions for classroom use:

die Aufgabe
die Übung
die Frage
die Antwort
der Satz
das Geschlecht (männlich, weiblich, sächlich)
die Zahlform
die Einzahl (der Singular)
die Mehrzahl (der Plural)
der Fall "e"
die Biegung
die Steigerung (die Komparation)
der Positiv
der Komparativ
der Superlativ
bestimmt
unbestimmt
trennbar
untrennbar
transitiv
untransitiv
steigern
deklinieren
konjugieren
Machen Sie das Buch auf!
Fangen Sie an zu lesen, bitte!
Lesen Sie auf Seite fünf!
Lesen Sie laut und deutlich!
Verstehen Sie das?
Was bedeutet das?
Sagen Sie das auf deutsch!
Wiederholen Sie das!
Noch einmal, bitte!
richtig; falsch
Fragen Sie auf deutsch!
Weiter, bitte!
Beantworten Sie diese Fragen, bitte!
Lesen Sie weiter, bitte!

Fahren Sie fort, bitte!
Stehen Sie auf!
Setzen Sie sich!
Gehen Sie an die Tafel!
Schreiben Sie!
Machen Sie das Buch (die Bücher) zu!
Das genügt.
Welche Aufgabe haben wir heute?
Wie buchstabiert man . . . ?
Welches Wort fehlt hier?
Von welchem Geschlecht ist . . . ?
Was ist der Stamm dieses Zeitwortes?
Welche Endung muss man hier zufügen?
Welchen Fall gebraucht man nach . . . ?
Fügen Sie die richtige Endung zu!
Setzen Sie die richtigen Endungen für die Striche!
Geben Sie die richtige Form des Verbs!
Ergänzen Sie!
Schreiben Sie einen kurzen Aufsatz über folgendes Thema!
Setzen Sie ins Passiv (Activ)!
Konjugieren Sie im Präsens (Futur, Imperfekt, Perfekt, usw.)!
Setzen Sie in den Plural!
Setzen Sie Pronomina anstatt der unterstrichenen Wörter!
Verwandeln Sie die direkte Rede in die indirekte!

APPENDIX II

Some samples of common beginnings and endings of letters:

(a) Formal Letters

HEADINGS

Sehr geehrter } Herr } Doktor!
} Frau }

Sehr geehrter } Herr } Schmidt!
} Frau }

ENDINGS

1. *Hochachtungsvoll*
2. *Mit vorzüglicher Hochachtung*
3. *Ihr sehr ergebener (ergebene) Hans (Irene) Trübner*

(b) Semi-Formal Letters

HEADINGS

Lieber Herr } Braun!
Liebe Frau }

ENDINGS

Mit bestem } Gruss.
} freundlichem }

(c) Informal Letters

HEADINGS

Lieber Hans!
Lieber Freund!
Liebes Fräulein Ilse!

ENDINGS

1. *Ihr (Dein) Karl*
2. *Viele Grüße*
3. *Mit herzlichen Grüßen.*

NOTE — 1. In letters the second person pronouns and possessive adjectives are capitalized, e.g., *Du, Dein, Ihr, Euer*, etc.

2. Note the exclamation mark after the heading.

COURSES OF STUDY

RUSSIAN

LIST OF GRAMMATICAL TOPICS AND IDIOMS

THE NOUN

1. Nouns Denoting Animate Beings or Inanimate Things
2. Gender: Masculine, Feminine, Neuter
3. Number: Forming the Plural
4. Case:
 - Use of cases:
 - Nominative Case
 - Genitive Case
 - Dative Case
 - Accusative Case
 - Instrumental Case
 - Prepositional Case
5. Declension:
 - (a) of Masculine, Feminine, Neuter nouns in the Singular; in the Plural
 - (b) of Nouns Ending in -ий, ия, ие
 - (c) of Feminine Nouns Ending in a Consonant +ъ
 - (d) of Neuter Nouns Ending in -мя
6. Peculiarities in the Declension of Some Nouns: мать, дочь, брат, муж, сын
7. Names, Patronymics, and Surnames

THE ADJECTIVE

1. Qualitative and Relative Adjectives
2. Gender and Number of Adjectives
3. Gender and Number Forms of Adjectives with:
 - (a) "Hard" Endings

- (b) "Soft" Endings
- (c) "Mixed" Endings
- 4. Declension of Adjectives with:
 - (a) "Hard" Endings
 - (b) "Soft" Endings
 - (c) "Mixed" Endings
- 5. Agreement of Adjectives with Nouns:
 - (a) in Gender and Number
 - (b) in Case
- 6. The Short Form of Adjectives
- 7. The Word *должен* (having the Form of the Short Adjective)
- 8. Degrees of Comparison
- 9. Adjectives Used as Nouns

THE NUMERAL

- 1. Cardinal Numbers in the Nominative Case
- 2. Declension of Cardinal Numbers
- 3. The Combination of Cardinal Numbers and Nouns
- 4. Ordinal Numbers, Their Declension and Agreement with Nouns
- 5. The Use of Cardinal and Ordinal Numbers in Denoting:
 - (a) Time
 - (b) Date
 - (c) Age
- 6. Collective Numerals, Their Uses and Declension
- 7. Words Expressing Indefinite Quantities: *много*, *мало*, *сколько*, *несколько*, etc., Their Combination with Nouns

THE PRONOUN

1. Personal Pronouns

Their Declension

2. The Reflexive Pronoun себя, its Meaning, Declension and Uses

3. Possessive Pronouns — Adjectives

4. The Reflexive-Possessive Pronoun свой, its Declension and Uses

5. Demonstrative Pronouns этот and тот

Gender and Number Forms

Declension and Uses. Такой. Its Declension

6. Interrogative Pronouns:

Кто and что. Declension

Какой. Gender and Number Forms

Declension

Который

Чей: Gender and Number Forms

Declension

7. Relative Pronouns:

Кто, что, какой, который

8. Definitive Pronouns:

Весь

Сам

Самый

9. Negative Pronouns

10. Indefinite Pronouns

THE VERB

1. Infinitive

2. Indicative Mood:

The Present Tense of the Verbs Belonging to Conjugation I and II

Verbs of Mixed Conjugation
The Past Tense
The Compound Future
The Simple Future: of the Verb **быть**
of Perfective Verbs
Summary of the Conjugation
The Meaning of Tenses

3. Imperative Mood
4. Conditional-Subjunctive Mood
5. The Meaning of Moods and Tenses
6. Transitive Verbs
7. Intransitive Verbs
8. Verbs Ending in **-ся (-сь)** (Reflexive):
 - (a) with Proper Reflexive Meaning
 - (b) with Passive Meaning
 - (c) with Reciprocal Meaning
 - (d) Verbs which occur only in the reflexive form
Their Conjugation.
9. Verbs in the Imperfective and Perfective Aspect
10. Pairs of Imperfective and Perfective Verbs
11. Conjugation of Perfective Verbs
12. Verbs of Motion:
 - (a) in the Imperfective Aspect; their Conjugation
 - (b) in the Perfective Aspect; their Conjugation
13. Forming Pairs of Verbs of Motion in the Imperfective and Perfective Aspects
14. Alternation of Consonants in the Conjugation of Verbs
15. The Link-Verbs: **быть, являться, казаться, становиться, делаться, служить**
16. Expressions with the Verb **быть**: **у меня, у меня есть**
17. Cases Governed by different Verbs

THE PARTICIPLE

1. Nature of the Participle
2. Declension and Agreement of the Participle with the Noun
3. The Present Participle Active
4. The Present Participle Passive
5. The Past Participle Active
6. The Past Participle Passive (Complete and Short Forms)
7. Conversion of Participles into Adjectives and Nouns
8. The Participle Construction

THE GERUND

1. Kinds of Gerunds: Imperfective and Perfective Gerunds
2. The Gerund Construction
3. The Function of the Gerund and the Gerund Construction in the Sentence
4. Conversion of Gerunds into Prepositions

THE ADVERB

1. The Interrogative Adverbs где and куда
2. Adverbs of Manner Ending in -о, -ски, -ому
3. Adverbs of Time
4. Indefinite Adverbs
5. Negative Adverbs
6. Degrees of Comparison
7. Predicative Words in impersonal construction: можно, нужно, нельзя, etc.

THE PREPOSITION

1. Prepositions and Cases Governed by them

CONJUNCTIONS AND CONJUNCTIVE WORDS

1. Co-ordinative Conjunctions
2. Subordinative Conjunctions
3. Conjunctive Words

The study of the grammatical topics and idioms listed above should be begun in Grade 10, after an introductory oral course of a few weeks, and completed by the end of Grade 13. The number of topics and idioms to be taught in each grade should be determined by the Principal and the teacher, or teachers, of Russian. In each of Grades 10, 11, 12 the choice of topics and idioms and their order of presentation will likely depend on the approved grammar text-book selected for use in that grade. In Grade 13 the topics and idioms taught by the end of Grade 12 should be reviewed and the remaining topics and idioms should be taught.

The course also includes regular oral and conversational practice, dictation, the writing of free compositions, and the study of vocabulary (mainly the vocabulary of the grammar text-book used and, in Grade 13, of the prescribed Authors text).

BOOK LISTS

GRADES 10 TO 13

Lists of books are appended. Titles are arranged according to grades and classified for intensive or extensive reading, but this classification is in no way arbitrary nor are the lists exhaustive. Teachers are free to select books not included in these lists.

FRENCH

GRADE 10

Adair:	
The Dolphin Series (4 titles)	Clarke, Irwin
Bond:	
Sept d'un Coup	Copp Clark
Carré:	
En Vacances à Paris	Clarke, Irwin
Ceppi:	
Contes Imaginaires	Clarke, Irwin
Encore des Petits Contes	Clarke, Irwin
L'Aventure de Ted Bopp	Clarke, Irwin
Trente Petits Dialogues	Clarke, Irwin
Elston:	
Jean-Paul Chez Lui	Clarke, Irwin
Ewing:	
Pot-au-feu	Clarke, Irwin
Gilbert:	
Pierre en Danger	Macmillan
Pierre et les Cambrioleurs	Macmillan
Hills and Dondo:	
Contes Dramatiques	Copp Clark
Holenkoff:	
Tiki et Taki (Part I, II)	Macmillan
Larive:	
Les Laval chez Eux	Nelson
Les Laval dans les Alpes	Nelson
Les Laval s'Amusent	Nelson
Mairet:	
Les Méaventures de la Famille Pinson	Nelson
Les Pinson en Vacances	Nelson

Malot:		
	Rémi et ses Amis	Macmillan
Saxelby:		
	Coquerico	Ginn
	A l'Enseigne du Coq	Ginn
Smith:		
	Pierre au Village	Clarke, Irwin
Spink and Millis:		
	Aventures de la Famille Gautier	Ginn
	Colette et ses Frères	Ginn
Steinhauer:		
	Lectures Choiesies	Macmillan
Whitmarsh:		
	A First French Reader	Longmans, Green
	Lectures pour la Jeunesse	Longmans, Green

GRADE 11

Intensive Reading

Adair:		
	Les Aventures de M. Hippolyte Poret (5 titles)	Clarke, Irwin, Ryerson
Daudet:		
	Le Petit Chose	Nelson
de Sauzé:		
	Lisons Donc	Clarke, Irwin
Dumas:		
	D'Artagnan (abridged)	Copp Clark
	L'Évasion du Duc de Beaufort	Copp Clark
Hugo:		
	Les Chandeliers de l'Évêque	Copp Clark
Humphries and Sanouillet:		
	Rions Ensemble	U. of T. Press
Jeanneret:		
	Pour Lire avec Plaisir	Copp Clark
Klinck:		
	Aventures	Ryerson
	Entre Nous	Ryerson
Labiche:		
	La Grammaire	Copp Clark

Maurois:	
Patapoufs et Filifers	Copp Clark
Roe:	
Enfants de Paris	Longmans, Green
Russell:	
Contes, Légendes et Anecdotes	Book Society
St. John:	
Livre de Lecture	Macmillan
Stickland:	
Contes Plaisants	Copp Clark

Extensive Reading

Bond:	
Graded French Readers	Copp Clark
Brotherton:	
L'Aventure de Tristan Tiault	Ryerson
Calvert:	
L'Homme aux Mains Rouges, and other stories	Longmans, Green
Cartledge:	
La Terreur du Gévaudan	Macmillan
Ceppi:	
Le Casque Invisible	Clarke, Irwin
Dodge and Caro:	
Delvaille-Quelque Chose de Facile	Gage
Dumas:	
Dantès	Copp Clark
Gobel:	
Ceci et Cela	Clarke, Irwin
Halévy:	
L'Abbé Constantin (simplified)	Copp Clark
Heath's Graded French Readings, Elementary	Copp Clark
Hedgcock and Hugues:	
Légendes et Contes de France	Clarke, Irwin
Henry:	
Célébrons les Fêtes	Dent
Hills and Dondo:	
La France (cours élémentaire)	Copp Clark

Lavisse:		
	Histoire de France (élémentaire)	Copp Clark
Malot:		
	Sans Famille (simplified)	Copp Clark
Marash:		
	Aventure à Fronac	Clarke, Irwin
Modern French Stories:		
	L'Oncle Maurice	Nelson
	Les Pinson dans le Commerce	Nelson
New Oxford French Readers:		
	Le Trésor de M. Toupie	Oxford
	Trois Explorateurs	Oxford
Oxford Rapid Reading French Texts:		
	<i>First Series:</i>	
	La Mission de Slim Kerrigan	Oxford
	Ma Princesse Chérie	Oxford
	La Carafe d'Eau	Oxford
	Le Mystère des Trois Rubis	Oxford
Pelletan:		
	A la Rescousse	Clarke, Irwin
Perochon et Demaison:		
	Cinq Contes Gais	Clarke, Irwin
Roe:		
	Les Belles Histoires	Longmans, Green
Simpson:		
	Contes Nouveaux	Clarke, Irwin
Tharp et La Velle:		
	La France en Amérique	Clarke, Irwin
Titterton:		
	Jeunesse	Macmillan
	Le Mystère des Mousquetaires	Macmillan

Plays

Calvert:		
	French Plays for the Classroom	Longmans, Green
Evans & Newbold:		
	Six French Comedies	Macmillan
	Six More French Comedies	Macmillan
Manson:		
	Frère Jacques and Other Simple Plays	Macmillan

Maury:		
	Le Barbe ou les Cheveux	Copp Clark
Mayall:		
	Jouons la Comédie	Clarke, Irwin
Smith:		
	Six Short French Plays	Dent
Thiery:		
	French Plays for Today	Longmans, Green
Titterton:		
	Contes et Comédies	Macmillan
	Simple French Plays	Macmillan

GRADE 12

(In choosing books for use in Grade 12 teachers should avoid those which have been previously prescribed for the examinations of Grade 13 since these may be used again for prescription.)

Intensive Reading

Bernay:		
	L'Homme qui Dormit Cent Ans	Ryerson
Bonhoure:		
	Le Trésor de Châteaueux	Clarke, Irwin
Daudet:		
	Le Petit Chose (unsimplified)	C.C., C.I., Nelson
Dumas:		
	Nouvelles Aventures de d'Artagnan (de Sauzé)	Clarke, Irwin
Klinck:		
	En Avant	Ryerson
	Auteurs de nos Jours	Ryerson
	Auteurs Français	Ryerson
Jeanneret:		
	Intensive Readings for Grade XII	Copp Clark
Kästner (Bovée):		
	Émile et les Détectives	Copp Clark
La Brête:		
	Aimer Quand Même	Copp Clark
Saint-Exupéry:		
	Vol de Nuit	British Book Serv.

Stickland:	
Contes de Deux Pays	Copp Clark
Stock:	
Recueil de Lectures	Copp Clark
Theuriet:	
L'Abbé Daniel	
Verne:	
Le Tour du Monde en Quatre-vingts Jours	C.C., Macmillan

Extensive Reading

Bazin:	
Les Oberlé (simplified)	Copp Clark
Bernay:	
On a Volé un Transatlantique	Ryerson
Bond:	
Graded French Readers (intermediate series)	Copp Clark
Bosco:	
L'Enfant et la Rivière	Clarke, Irwin
Cartledge:	
Peloton, Détective	Macmillan
Les Souvenirs du Poilu Peloton	Macmillan
Collins:	
Le Charmant Pays de France	Macmillan
Dumas:	
Les Trois Mousquetaires (simplified)	Copp Clark
Ford-Hicks:	
An Alternative New French Reader	Dent
The New French Reader	Dent
Le Trésor de Châteaueux	Dent
Elementary New French Reader	Dent
Giraud:	
Mes Evasions	Clarke, Irwin
Goublet:	
L'As de la Route	Clarke, Irwin
Hedgcock and Hugues:	
L'Année Française	Clarke, Irwin
Hersay:	
Les Mystérieux Messagers	Clarke, Irwin

Jean-Boulan:	
Captifs dans la Montagne	Macmillan
Lavisse:	
Histoire de France (cours moyen)	Copp Clark
Ledésert:	
Aventure sous Terre	Clarke, Irwin
Le Gai Voyage	Clarke, Irwin
Lyrns and Wiley:	
Reading French	Clarke, Irwin
Maurois:	
Patapoufs et Filifers	Copp Clark
Nelson's Modern French Series:	
Les Laval dans le Désert	Nelson
Le Musée Dupont	Nelson
Le Jeune Pierre	Nelson
Oxford Rapid Reading Series:	
<i>Second Series:</i>	
Champagne:	
La Fille du Grizzly	Oxford
Bernay:	
L'Armure du Magyar	Oxford
Bacon:	
Cica, la Fille du Bandit	Oxford
Margueritte:	
La Souricière	Oxford
<i>Third Series:</i>	
Bonhoure:	
Un Drame sous la Régence	Oxford
Dumas:	
La Prisonnière du Temple	Oxford
Aimard:	
Les Trappeurs de l'Arkansas	Oxford
<i>Fourth Series:</i>	
Cauvain:	
L'Aiguille Qui Tue	Oxford
Leroux:	
Le Mystère de la Chambre Jaune	Oxford
Simenon:	
La Nuit du Carrefour	Oxford
Toudouze:	
Le Secret de l'Ile-d'Acier	Oxford

Rebald:		
	Malficeli	Copp Clark
	Pucinar	Clarke, Irwin
Robert-Dumas:		
	Les Loups entre Eux	Clarke, Irwin
Roe:		
	Tales of Adventure from	
	Modern French Authors	Longmans, Green
de Roques:		
	La Première Aviatrice	Clarke, Irwin
Rosmer et d'Entreveaux:		
	Durtol, Aviateur	Macmillan
Thiery:		
	La Vie et les Voyages du Capitaine Cook	Clarke, Irwin
Williams and Pallier:		
	La Formule	Clarke, Irwin
Wilson:		
	Le Cryptogramme	Macmillan
Wilson and Herbert:		
	Through French Eyes (intermediate)	Pitman

Plays

Cohen:		
	Three One-Act French Plays	Blackie
	Three One-Act French Comedies	Blackie
Ernst:		
	Les Jours Heureux	Holt, Rinehart and Winston
Jeremy:		
	French Plays for the Middle School	Longmans, Green
Labiche et Jolly:		
	Le Baron de Fourchevif	Copp Clark
Labiche et Martin:		
	La Poudre aux Yeux	Copp Clark
	Le Voyage de Monsieur Perrichon	C.C., C.I.
Moinaux:		
	Les Deux Sourds	Macmillan
de Sauzé:		
	Sept Comédies Modernes	Clarke, Irwin

Turnbull:
On Frappe les Trois Coups Oxford

French Canadian Books

Barbeau:
Grand'mère Raconte Longmans, Green

GRADE 13

Extensive Reading

About:
Le Roi des Montagnes C.I., Macmillan

Aveline:
Voiture 7, Place 15 Clarke, Irwin

Bovée et Guinnard:
L'Ombre Brett-Macmillan

Chinard:
Scènes de la Vie Française Ginn

Curie:
Madame Curie Clarke, Irwin

Daudet:
La Belle Nivernaise C.C., C.I.

Duhamel:
*Le Notaire du Havre Clarke, Irwin

Dumas:
Le Comte de Monte Cristo C.C., Nelson
Les Trois Mousquetaires C.C., Nelson
La Tulipe Noire C.C., Nelson

Denoëu:
Contes et Récits Clarke, Irwin

Enault:
Le Chien du Capitaine Copp Clark

Erckmann-Chatrian:
*Madame Thérèse C.C., C.I., Macm.

Ernst:
Nouvelles Lectures Françaises Holt, Rinehart
and Winston

Ernst et al:
Promenade Littéraire Holt, Rinehart
and Winston

Ernst-Schwary:		
Lectures Françaises Intermediate		Holt, Rinehart and Winston
Forrest:		
Une Centaine d'Années de Poésie Française		Dent
France:		
*Le Livre de mon Ami		C.C., C.I.
Frison-Roche:		
Premier de Cordée		Clarke, Irwin
Gatti:		
Tam-Tams		Ryerson
Halévy:		
L'Abbé Constantin		C.C., C.I.
Hills & Holbrook:		
*French Short Stories		Copp Clark
Irvin & King:		
Vingt et Un Contes		Musson
La Brète:		
Mon Oncle et mon Curé		C.C., Macmillan
La Fontaine:		
Fables		C.I., Nelson
Lang:		
L'Affaire Plantin		Macmillan
Lebert:		
Pasteur		Holt, Rinehart and Winston
Leblanc:		
Arsène Lupin		Ginn
Level:		
L'Île sans Nom		Ryerson
Malot:		
Sans Famille		C.C., Nelson
Maurois:		
Les Silences du Colonel Bramble		Macmillan
Morceaux Choisis		Macmillan
Mérimée:		
*Colomba		C.C., Macmillan
Tamango		Clarke, Irwin

Normand:		
Les Petits Cinq		Ryerson
Pargment:		
Gens et Choses de France		Brett-Macmillan
Parn:		
La Bête dans les Neiges		Ryerson
Price:		
La Grotte Mystérieuse		Ryerson
Renard:		
*La Vipère de Luvercy		Copp Clark
Les Deux Idoles		Copp Clark
Rièse:		
L'Âme de la Poésie		
Canadienne Française		Macmillan
Roe:		
Scènes de la Vie Française		Longmans, Green
Romain:		
Louis Bastide		Clarke, Irwin
Roy:		
*La Petite Poule d'Eau		Clarke, Irwin
Salmon:		
Le Général de Gaulle		Clarke, Irwin
Salvan:		
Images de l'Homme		Gage
Sand:		
La Mare au Diable		Nelson
Saxelby:		
Pour La France		Ginn
Scott:		
Cinq Contes Modernes		Clarke, Irwin
Simenon:		
Tournants Dangereux		Ryerson
Le Client le Plus Obstiné du Monde		Clarke, Irwin
Le Témoignage de l'Enfant de Choeur		Clarke, Irwin
Skinner-Brady:		
Vingt Contes Divers		Holt, Rinehart and Winston

* Previously prescribed for Grade 13 examination purposes.

Steinhauer:		
	*Les Maîtres Conteurs	Macmillan
Streeter:		
	Recueil de Petits Contes Français	Ginn
Torrens:		
	Contes de Nos Jours	Copp Clark
Valéry-Radot:		
	Pasteur	Clarke, Irwin
Verne:		
	Vingt Mille Lieues sous les Mers	Copp Clark
Wilson and Herbert:		
	Through French Eyes (senior)	Pitman

Plays

Augier et Sandeau:		
	Le Gendre de M. Poirier	C.C., C.I.
Cattanes & Bourdet:		
	Vient de Paraître	Holt, Rinehart and Winston
Deval:		
	Tovaritch	Clarke, Irwin
Doillet:		
	Papassier s'en va-t-en Guerre	Ginn
Duvernois:		
	Rouge	Copp Clark
France:		
	La Comédie de Celui qui Épousa une Femme Muette	Ryerson
Molière:		
	L'Avare	Macmillan
	Le Bourgeois Gentilhomme	Macmillan

French Canadian Books

Bronner:		
	Nouveaux Canadiens	Dent
de Boucherville:		
	Une de Perdue et Deux de Retrouvées	
de Gaspé:		
	Les Anciens Canadiens	

Hémon:	
*Maria Chapdelaine	Macmillan
Klinck:	
Allons Gai!	Ryerson
Lefranc:	
Les Pêcheurs de la Gaspésie	
Marie-Victorin:	
Récits Laurentiens	
Melancon:	
Par Terre et Par Eau	
Rouquette:	
Le Grand Silence Blanc	

Selections from additional French-Canadian authors and poets contained in anthologies such as “Morceaux Choisis d’Auteurs Canadiens” (Mgr. Camille Roy).

Reference Books

- Harrap’s Standard French and English Dictionary (2 large volumes) — Clarke, Irwin.
- Harrap’s Shorter French and English Dictionary (2 volumes, desk size and in one volume) — Clarke, Irwin.
- Kettridge’s French-English, English-French Dictionary (small size) — Musson.
- Gasc’s Little Gem French-English, English-French Dictionary (pocket size) — Clarke, Irwin.
- Clifton’s English-French, French-English Dictionary (large size) — Musson.
- Hugo’s English-French, French-English Dictionary (small pocket size) — Musson.
- Musson’s English-French, French-English Dictionary — Musson.
- Nouveau Petit Larousse illustré, Librairie Larousse — Librairie Beauchemin, Montreal.
- Vocabulaire par l’image de la langue française, Pinloche — Librairie Larousse.
- A Pronunciation Dictionary of the French Language, Coustenoble and Ceppi.

* Previously prescribed for Grade 13 examination purposes.

Manuel d'Histoire de la Littérature Française, Lanson and
 Tuffrau — (Hachette et Cie) — Copp Clark.
 Petit Miroir de la Civilisation Française, Denoeu — Copp Clark.
 Toute la France, Saillens — Librairie Larousse.
 Vacances en France, Dutate — Macmillan.
 Introduction to France, Morize and Rice — Brett-Macmillan.
 A Grammar of Present-Day French, Mansion — Clarke, Irwin.
 Grammaire Larousse du XXe Siècle (Librairie Larousse) —
 Librairie Beauchemin, Montreal.
 Le Bon Usage, Grammaire Française, Grevisse — J. Duculot,
 Gembloux, Belgique. (Order through University of Toronto
 Press.)
 French Idiom List, Cheydleur — Brett-Macmillan.
 Graded French Word and Idiom Book, Landry — Copp Clark.
 French Without Translation, Briggs — Clarke, Irwin.
 Chants de France, Jameson and Heacox — Copp Clark.
 Chantons un Peu, Conniston — Doubleday, Doran and Co.
 A Book of French Songs, Stephan — Oxford.
 Chansons de France, Vignerac — Copp Clark.
 Canadian Folk Songs, Gibbon — Dent.
 Le Cercle Français, Jameson — Copp Clark.

GERMAN

GRADE 11

Extensive Reading

Hagboldt:

Graded German Reader

(elementary and intermediate)

Copp Clark

Seidmann:

Fritz und Liesl

Clarke, Irwin

Wilson:

Zwölf Erzählungen für Anfänger

Clarke, Irwin

GRADE 12

(In choosing books for use in Grade 12 teachers should avoid those which have been previously prescribed for the examinations of Grade 13 since these may be used again for prescription.)

Intensive Reading

Baumbach:

Nicotiana

Copp Clark

Betz:

Aus der Jugendzeit

Copp Clark

Blauth & Roderbourg:

Erzähl mir was!

Ginn

Burton:

Das Wandern ist der Jugend Lust

Clarke, Irwin

Diamond and Reinsch:

Nachlese

Clarke, Irwin

Fröschel:

Himmel, Meine Schuhe!

Copp Clark

Gerstäcker:

Germelshausen

Copp Clark

Der Wilddieb

Copp Clark

Hauß:

Der Zwerg Nase

Copp Clark

Das Kalte Herz

Copp Clark

Heyse:

L'Arrabbiata

Copp Clark

Kästner:	
Emil und die Detektive	Clarke, Irwin
Kelber:	
So Einfach	Clarke, Irwin
Lieder:	
Popular German Stories	Clarke, Irwin
Müller-Partenkirchen:	
Kaum Genügend	Clarke, Irwin
Salten:	
Bambi	Copp Clark
Storm:	
Immensee	Copp Clark
The High School German Reader	Ryerson

Extensive Reading

Berkner:	
Elf Fussballjungen	Macmillan
Diamond, Reinsch and Schomaker:	
Kleiner Garten	Clarke, Irwin
Dittmer:	
Spiel mit Wolken und Winden	Macmillan
Durian:	
Kai aus der Kiste	C.I., Macmillan
Stabusch	Macmillan
Ewing:	
Hie und Da	Clarke, Irwin
Fabrizius:	
Der Komet und andere Geschichten	Longmans, Green
Der Schwarze Teufel	
und andere Geschichten	Longmans, Green
Die Siebzehn Kamele	
und andere Geschichten	Longmans, Green
Wer zuletzt lacht	Saunders
Hagboldt:	
Graded German Readers	
(elementary and intermediate)	Copp Clark
Hennings:	
Klein Heini	
Hohrath:	
Hannelore Erlebt die Groszstadt	Clarke, Irwin

Kästner:	
Emil und die drei Zwillinge	Clarke, Irwin
Pünktchen und Anton	Copp Clark
Klinck:	
Münchhausens Grossartige	
Reisen und Abenteuer	Pitman
Lepman:	
Das Geheimnis vom Kuckuckshof	Longmans, Green
Oxford Rapid Reading Texts:	
<i>Series B:</i>	
Matthews:	
Krümel als Detektiv	Oxford
Strong:	
Der Grosse Unbekannte	Oxford
<i>Series C:</i>	
Riemann:	
Sieben Jungen und ein Hund	Oxford
Russon:	
Spass muss sein	Oxford
Zwick:	
Das Schwarze Segel	Oxford
Roggeveen:	
Der Radio-Detektiv	Macmillan
Stansfield:	
Karin Geht in die Schule	Clarke, Irwin
Smith:	
Hans Wilhelm	Longmans, Green
Thoma:	
Lausbubengeschichten	Copp Clark

Plays

Benedix:	
Nein	Copp Clark
Eigensinn	Copp Clark
Elz:	
Er ist nicht Eifersüchtig	Copp Clark
Hartley:	
Die Abenteuer von Paula und Peter	Clarke, Irwin

Jenner:	
Die Ferienkolonie	Oxford
Zehn Ziehen den Rhein hinauf	Oxford
Kotzebue:	
Das Posthaus in Treuenbrietzen	Clarke, Irwin
Wilhelmi:	
Einer Musz Heiraten	Copp Clark

GRADE 13

Extensive Reading

Baumbach:	
Der Schwiegersohn	Copp Clark
Bentz:	
Gute Nacht Jakob	Ryerson
Bergengruen:	
Der Spanische Rosenstock	British Book Serv.
Bonsels:	
Mario und die Tiere	Clarke, Irwin
Die Biene Maja	Copp Clark
Chiles:	
Intermediate German Readings	Ginn
Curts & Reinsch:	
Allerlei Menschen	British Book Serv.
Droste-Hülshoff:	
Die Judenbuche	Clarke, Irwin
Eichendorff:	
Aus dem Leben eines Taugenichts	C.C., C.I.
Földes:	
Peter Verliert nicht den Kopf	Clarke, Irwin
Frommel:	
Eingeschneit	Copp Clark
Goethe:	
Hermann und Dorothea	Clarke, Irwin
Grell:	
Schulboot "Alte Liebe"	Ryerson
Grimm:	
Kinder und Hausmärchen	Copp Clark
Guggenheim:	
Wilder Urlaub	Clarke, Irwin

Hagboldt:	
Graded German Readers (advanced)	Copp Clark
Kästner:	
*Das Fliegende Klassenzimmer	Clarke, Irwin
*Drei Männer im Schnee	Clarke, Irwin
*Das Doppelte Lottchen	Ryerson
*Georg und die Zwischenfälle	Clarke, Irwin
*Die Verschwundene Miniatur	Copp Clark
Mann:	
*Buddenbrooks (Ein Tag aus . . .)	Clarke, Irwin
Olman:	
Der Onkel aus Amerika	Copp Clark
Oxford Rapid Reading Text:	
<i>Series A:</i>	
Ernst:	
Der Schatz im Morgenbrostal	Oxford
Strauss:	
Schmuggler in Masuren	Oxford
Strong:	
Der Doppelgänger	Oxford
Puknat:	
Zwei Novellen von Ernst Wiechert	Holt, Rinehart and Winston
Quensel:	
Der Letzte	Macmillan
Sapper:	
*Die Familie Pfäffling	Crofts
*Frieder; im Thüringer Wald	Clarke, Irwin
Schnack:	
Klick aus dem Spielzeugladen	Clarke, Irwin
Schnitzler:	
Der Blinde Geronimo und sein Bruder	Copp Clark
Schweitzer:	
*Leben und Denken	Clarke, Irwin
Selections from Albert Schweitzer	Macmillan
Slezak:	
*Meine Sämtlichen Werke	Clarke, Irwin
Speyer:	
Der Kampf der Tertia	Macmillan

* Previously prescribed for Grade 13 examination purposes.

Spitteler:		
	Die Mädchenfeinde	Ryerson
Stirk:		
	Modern German Short Stories	Pitman
Storm:		
	*Pole Poppenspärer	Copp Clark
Vesper:		
	Sam in Schnabelweide	Clarke, Irwin
	Fröhliche Märchen	Macmillan
Wendler:		
	Alwin Klein Seift Alle ein	Clarke, Irwin
Wiens:		
	Bilderlesebuch für Anfänger	Clarke, Irwin
Wiechert:		
	Hirtennovelle	Ryerson
Zur Mühlen:		
	Geschichten von Heute und Gestern	Clarke, Irwin

Plays

Diamond and Schomaker:		
	Lust und Leid	Clarke, Irwin
Fischer:		
	Zwischenfall in Bergstadt	Clarke, Irwin
Fulda:		
	Der Talisman	Copp Clark
Moser:		
	Der Bibliothekar	Ginn, Heath, Copp Clark
Schiller:		
	Wilhelm Tell	Clarke, Irwin

Books of Reference for the Teacher

Morgan, Griebisch and Hohlfeld:		
	Neues Deutsches Liederbuch	Copp Clark
Petterson:		
	German Songs	Dent
Bennett:		
	History of the German Novel	
	from Goethe to Thomas Mann	Macmillan

* Previously prescribed for Grade 13 examination purposes

Eloesser:		
	Modern German Literature	Ryerson
Mueller:		
	A Grammar of the German Language	Dent
Priebsch:		
	The German Language	Brett-Macmillan
Wright:		
	Historical German Grammar	Oxford
Bellows:		
	The New German Dictionary	Longmans, Green
Bruel:		
	Heath's New German Dictionary	Copp Clark
Collinson:		
	English-German, German-English Dictionary	Penguin
Loewe:		
	Deutsches Etymologisches Wörterbuch	Sammlung Gösche
Meier:		
	The 1000 Most Frequent German Words	Oxford
Muret-Sanders:		
	Enzyklopädisches Wörterbuch der Englischen und Deutschen Sprachen	Clarke, Irwin
Viotor:		
	Deutsches Aussprachewörterbuch	

SPANISH

(In choosing books for use in Grade 12 teachers should avoid those which have been previously prescribed for the examinations of Grade 13 since these may be used again for prescription.)

Intensive or Extensive Reading

Alarcón:	
*El Sombrero de Tres Picos	Ginn
*El Capitán Veneno	Clarke, Irwin
Arjona:	
Cuentos de las Españas	Book Society
Azorín:	
Las Confesiones de un Pequeño Filósofo	Copp Clark
Baroja:	
*Zalacaín el Aventurero	Copp Clark
Camba:	
La Rana Viajera	Copp Clark
Crow:	
*Cuentos Hispánicos	Clarke, Irwin
Panorama de las Américas	Clarke, Irwin
Dasch & Abramowitz:	
Leyendas y Cuentos Panamericanos	Book Society
Ford and Cano:	
A New Spanish Reader	Clarke, Irwin
Fuenzalida:	
Roman Calvo	Brett-Macmillan
Galdós:	
Marianela	
Doña Perfecta	Ginn
Goggio:	
*Lecturas Iberoamericanas	Copp Clark
Goytortúa:	
Pensativa	Ryerson
Harrison:	
México Simpático	Copp Clark
Hills:	
Spanish Tales for Beginners	Clarke, Irwin

Ibáñez:		
Siete Cuentos		Clarke, Irwin
Isla:		
Aventuras de Gil Blas de Santillana		Copp Clark
Levy:		
Quince Cuentos Populares		Brett-Macmillan
Mapes, López, Morillas:		
Y Va de Cuento		Ginn
Oteyza:		
El Tesoro de Cuauhtémoc		Ginn
Palacios:		
*El Alférez Real		Oxford
Pittaro:		
Anécdotas Fáciles		Brett-Macmillan
Siempre Amigos		Brett-Macmillan
Valdés:		
*José		Copp Clark
*Marta y María		Copp Clark
*La Hermana San Sulpicio		Clarke, Irwin
Wast:		
Pata de Zorra		Doubleday, Doran

Plays

Benavente:		
Los Intereses Creados		
(from Tres Comedias)		Copp Clark
Cano and Sáenz:		
Easy Spanish Plays		Copp Clark
Carrión and Aza:		
Two Spanish Plays		Clarke, Irwin
Zaragüeta		Copp Clark
Sierra:		
Canción de Cuna		Copp Clark
Sol de la Tarde		Copp Clark
Sueño de una Noche de Agosto		Clarke, Irwin

History

Romera-Navarro:		
Historia de España		Copp Clark

ITALIAN

(In choosing books for use in Grade 12 teachers should avoid those which have been previously prescribed for the examinations of Grade 13 since these may be used again for prescription.)

Intensive or Extensive Reading

Bowen:	
First Italian Readings	Copp Clark
Bergin:	
Modern Italian Short Stories	Copp Clark
Borelli:	
Leggende e raccontini italiani	Vanni
Cioffari and Van Horne:	
Letture varie	Copp Clark
Collodi:	
*Avventure de Pinocchio	Copp Clark
Covello and Giacobbe:	
First Italian Reader	Brett-Macmillan
De Amicis:	
*Cuore	Copp Clark
Farina:	
Il Signor Io	Ryerson
Fogazzaro:	
Pereat Rochus	Copp Clark
Fucini:	
Novelle e poesie	Copp Clark
Goggio:	
*A New Italian Reader for Beginners	Copp Clark
Marinoni:	
Vita italiana	Clarke, Irwin
Marinoni and Passarelli:	
Andiamo in Italia	Clarke, Irwin
Patri and Piccirilli:	
Biondino	Vanni
Reinhard and Filippis:	
Novelle italiane moderne	Ryerson

* Previously prescribed for Grade 13 examination purposes.

Riccio and Trota:	
Ridete e imparate	Vanni
Russo:	
Nel paese del sole	Copp Clark
Sotto un cielo azzurro	Copp Clark
Van Horne:	
Il risorgimento	Copp Clark
Vittorini:	
Italian Reader for Beginners	McKay
Wilkins and Altrocchi:	
Italian Short Stories	Copp Clark
Wilkins and Marinoni:	
*L'Italia	Copp Clark
Wilkins and Santelli:	
Beginners' Italian Reader	Copp Clark

Plays

Bracco:	
Il piccolo santo	Ryerson
Castelnovo:	
O bere o affogare	Ginn
Giacosa:	
Tristi amori	Copp Clark
Una partita a scacchi	Copp Clark
Goggio:	
Six Easy Italian Plays	Copp Clark
Goldoni:	
Il vero amico	Copp Clark
I Rusteghi	Copp Clark
La locandiera	Copp Clark
Un curioso accidente	Copp Clark
Niccodemi:	
Il poeta	Copp Clark
Pirandello:	
Così è (se vi pare)	Copp Clark
Lumie di Sicilia	Ginn
Swanson:	
Modern Italian One-Act Plays	Copp Clark

RUSSIAN

(In Grade 10 the grammar text-book may include a sufficient amount of reading material. In Grades 11 and 12 it is advisable to provide additional reading material. Except for intensive reading in Grade 13 any suitable reading material may be used.)

GRADE 11

Chekhov, Anton: A Selection of Humorous Stories, 2nd ed. Pitman. No. 2 of Bondar's Russian Readers. 80 p. (ab. 37 p. of text, plus vocabulary).

Duddington, Natalie (ed.): Intermediate Russian Reader, George G. Harrap & Co. Ltd., London, Toronto. 172 p. (97 p. of text).

Nekrasov, N. A.: Stikhi dlya Detey (Poems for Children), Moscow, 1959. Detgiz. Accented text; difficult words and expressions are explained in the footnotes (in Russian). There is also an excellent introduction on Nekrasov by K. Chukovsky. Available at the Troyka Bookstore in Toronto. 4 p. of prose, 24 p. of verse.

Segal, Louis (ed.): A Second Russian Reader. Pitman, 1945. 63 p.

Dudochkin, P.: Ryadom s Nami, Moscow, 1959. Detgiz. Clear, large Russian print. Accented and annotated. Contains Russian children's stories about nature and life in the country. Available at the Troyka Bookstore in Toronto.

GRADE 12

Pushkin, A. S.: The Queen of Spades, 3rd ed. Pitman. No. 1 of Bondar's Russian Readers. 78 p. (ab. 35 p. of text).

Konovalov, S. (ed.): Russian Prose Reader, XIX c. Writers. Basil Blackwell, Oxford.

Chekhov, Anton: The Album and Five Other Tales, 2nd ed. Pitman, 1950. Ed. by L. Segal. 60 p. (ab. 22 p. of text).

Gogol, Nikolai: The Inspector General, 2nd ed. Pitman, 1945. No. 5 of Bondar's Russian Readers. 156 p. (ab. 70 p. of text).

Pushkin, A. S.: Stikhi (Poems). Moscow, 1959. Detgiz. Accented and annotated. 2 p. prose (introduction), 25 p. verse. Available at the Troyka Bookstore in Toronto.

A good Russian-English Dictionary by O. S. Akhmanova (ab. 25,000) is available at the Troyka Bookstore in Toronto.

GRADE 13

Ehrenburg, I.: The Actress, Edited by G. A. Birkett, Methuen & Co. Ltd., London.

Kouprin, R. E.: How I Became an Actor, New York, Pitman. No. 6 of Bondar's Russian Readers. (\$1.00)

Pushkin, A. S.: Queen of Spades, 3rd edition, New York, Pitman. No. 1 of Bondar's Russian Readers. (\$1.25)

